

ASPIRA OF NEW YORK, INC. ANNUAL REPORT 1970-71



unpublished

administer one of three national pilot programs funded by the Office of Economic Opportunity. CREO (Creating Resources for Educational Opportunity) presents an exciting challenge. This unprecedented opportunity for Aspira to play a key role in creating and developing new educational models will, hopefully, directly influence the New York City school system and its approach to bi-lingual education. Aspira aims to ensure that by bi-lingual teaching and specially designed coursework geared to the particular needs of the student, a pilot group of 75 Puerto Rican juniors in Benjamin Franklin High School, in East Harlem, will graduate school and gain admission to college.

The relocation of the Manhattan Center in larger offices on 14th Street relieved overcrowding at the Center and just as important, made it possible to bring together under one roof our three major student programs.

Full-time staff grew by over 25% from 70 to more than 90, including more than 40 full-time professional workers in community organizing, and school, college and career counselling. Our executive staff of 12 carry heavy responsibilities in financial and personnel management and the majority of them have been with Aspira for an extended period of time. This continuity of employment—maintained despite the ready availability of comparable jobs at considerably higher salaries—bespeaks the commitment of the staff to the purposes of Aspira. It has resulted in a strengthened internal program structure and permitted the agency to reach out to and be part of policy-making groups at the city, state and federal levels as well as on the local community level. Students benefited directly through the

expanded staff since more time was available for valuable in-depth counselling.

Today's student seeks involvement, is ready to accept responsibility and, in general, wants action and the evidence of change now. Aspira's continuing aim is to provide him with the structure needed so that he may tap and put directly to positive use his own resources and leadership capabilities. Increasing student representation on Aspira's board from three to six was one way in which Aspira provided such an opportunity. Others included key roles in presentations in the U.S. Senate, organizing a conference for a White House task force on youth, producing a newspaper, and direct involvement in the community benefit for the agency. With advice and support from their counsellors and community organizers, students are taking an objective and critical look at the problems in their schools and working together in their clubs to understand and resolve them.

Aspira has stressed working with the entire Puerto Rican community; high school students, college undergraduates and graduates, and parents. Through its creative, partnership relationships with students and others it has increasingly become well known and respected for the contributions it has made and is making. Yet, we are keenly aware of the hardships our depressed community continues to endure. Educational achievement by itself is not enough. Only when coupled with progress against inequities in schooling, housing, jobs, business and career opportunities, can the achievements of Aspira be counted as community achievements. Such progress must be the yardstick by which Aspira shall be measured.

# FOREWORD

*Aspira of New York, Inc.  
Annual Report 1970-71*

Aspira's tenth year was one of consolidating a seasoned staff into a strong working team; reorganizing physical resources into more efficient units; strengthening the internal framework to improve student services and communications at all levels; and, perhaps most significant, emerging as a potent, constructive force in the New York Puerto Rican community. One clear indication of this new level of community significance has been the active participation of our staff members in a variety of education-related activities both in official bodies and in other private Puerto Rican organizations. Thus, as the first decade of Aspira drew to an end, the agency was in a firm position to not only support and enrich existing programs but, to design and launch new ones geared particularly to today's more sophisticated, aware and expectant student.

Our high school counseling program once again expanded and the number of Aspirantes admitted to college increased from 935 to 1,013. Maintaining

relevance to student interests is a continuing challenge, and the agency while frustrated by its limitations of staff size, is pleased that more and more students are seeking out Aspira as "the place where it's happening".

On the college level, Aspira's College Retention Program completed its first full year of operation, working with more than 1,700 Puerto Rican college students who sought and received help. This program alone, despite the natural handicaps of a new service, helped unlock over \$250,000 in loans and scholarships for students whose desperate financial needs Aspira earlier had identified as a major cause behind a tragically high drop-out rate from college of more than 50 percent.

The Parent-Student Guidance Program tripled the number of families taking part in its workshops and helped many parents experience for the first time the value of working together as a group to get things done in their children's schools.

Aspira was chosen to develop and

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# PROGRAMS

## COUNSELING

The counseling program for high school freshmen, sophomores and juniors in the three Aspira Centers—Manhattan, the Bronx and Brooklyn—this year serviced over 5,600 students, an increase of 12% over last year.

As important as increasing the number of students, counselors were able to spend more time with each student. This personal relationship of the student and counselor has always been and still is the single most important feature of Aspira's services to students. Now, with seniors being counseled at the Scholarship and Loan Center, the counselors at the Centers concentrate on the special needs of freshmen, sophomores and juniors.

The educational climate may change, issues may change, the mood and needs of the student may change, but the personal relationship of counselor to student remains constant. The counselor knows the issues, knows that they have changed—he himself is a

product of those changes—he, where in many cases a parent cannot, is able to advise and guide in the present and for the future—not in the past.

The objectives of the counseling program are:

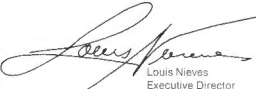
- to help ensure that the student continues his education;
- to help ensure that the student is getting the most out of school;
- to encourage the student to develop specific education and career objectives;
- to encourage the student to realize that education is the principal means of achieving his goals.

## COLLEGE RETENTION

The College Retention Program was set up early in 1970 to cope with the high drop-out rate of Puerto Rican college students. The college drop-out rate among Puerto Rican students is, in fact, only somewhat higher than the total national average drop-out rate. But the Puerto Rican community cannot

This year of consolidation and growth is reflected in our Board of Directors which has been expanded to include representatives of all segments of the community with high school and college students, parents, businessmen and professionals in law, education, social work and health care. Ivan Irizzary, Director of the Economic Development Administration of the Commonwealth of Puerto Rico retired as Chairman of the Board after a two-year term and we welcomed Jose Cabranes, Associate Professor of International Law at Rutgers University, Newark, New Jersey, as new Board of Chairman for 1971-72.

Finally, to paraphrase our recent message to college students, "Ahora tenemos y podemos contar con nuestros talentos". To students and community alike we say, "Now, we can and must count on our own talents".



Louis Nieves  
Executive Director

### **Basic Casework**

In the first two years of college, the main problems occur with curriculum and the college system. An over-heavy or unsuitable course advised by a college counselor, often unnecessarily, can lead to a feeling of hopelessness and a desire to retreat, give up and drop out. The basic lack of information about the mechanics of college life—where to go or who to see for information, together with the unfamiliar, disciplined climate—can lead to serious confusion.

Aspira counselors know each school well; they can provide information, advise on more practical courses, and explain the internal mechanics of school. The student may feel as a result of initial setbacks, that he is in the wrong school; in which case, the counselor will help him adapt and advise him to try again. A transfer is a last resort as it normally leads to loss of financial aid.

In the last two years of college, the emphasis is on career and graduate education guidance. There is a lack of information about the great variety of careers now opening to Puerto Rican students. A student will often assume that social work or teaching are the only careers open. Aspira counselors help broaden his objectives and select appropriate course work to prepare him for other fields he may have been unaware of.

### **Financial Aid**

In their first year at college, most students find that the financial aid granted them is simply not enough to cover basic needs. It was found that 90% of the drop-outs traced the primary cause to financial need. Aspira helps in four different ways:

- by requesting an increase in the grant

- by locating new grant sources
- by helping negotiate a loan
- by providing help and advice with part-time jobs, both on and off campus

In most cases, Aspira counselors stay in the background. They advise students, build their confidence, provide them with the basic tools to handle their own cases with college authorities. In extreme cases, however, Aspira staff intervenes directly on behalf of the student.

### **Funding of the Program**

The College Retention Program was funded by the Carnegie Corporation, the United States Office of Education and special grants from the Urban Coalition and the Klingenstein Foundation for a health careers counselor and aide.

### **PARENT-STUDENT GUIDANCE**

With a continuation of the original grant of \$30,000 from Title III and a new, matching grant from the Rockefeller Foundation, the Parent-Student Guidance Program was enabled, in its second year of operation, to reach triple its original number of families.

Aspira provided small groups of parents, meeting on a regular basis, with vitally needed information on the school system. These parents, while deeply wanting to see their children succeed educationally, had simply not known how to guide and encourage them in their school work.

Because of their lack of information, parents found the school system hostile and confusing. They did not know where to seek advice in their child's school when faced with a problem.

A curriculum was worked out for the parents to answer these questions and

afford the luxury of losing even one of its most promising students.

In its first full year of operation, 1,788 college students were individually counseled and over \$250,000 in financial aid was obtained for these students, with Aspira's help.

### Structure of the Program

The program consists of a director, Margarita Olivieri, an assistant director, and seven counselors plus clerical staff. Of the seven counsellors:

- three are special services counselors who are based on campus at seven colleges (city, state and private), and work with freshmen. The campuses are: Fordham, Hunter, John Jay, Long Island University, Manhattan

College, New York University, and Pace;

- two are based in the office of the program and handle freshmen at colleges other than the eight covered by the special services counselors, and sophomores;
- one is a graduate placement counselor working with seniors and graduate students;
- and, the seventh is a specialized health careers counselor with a counselor-aide as assistant.

A student Board of Advisors was established so that, from the outset, policies of the program would reflect student needs. Further, member of the Board sits on Aspira's Board to assure representation of college students in general agency policies.





### ASPIRA CLUBS FEDERATION

Aspira clubs, with a membership of over 2,000, now exist in high schools across the city. They represent unique forums where Puerto Rican high school students can meet, discuss common problems and formulate plans for their solution. These club meetings are the most effective means of learning the techniques of democratic action, advocacy of proposals, public speaking and responsibilities.

There are 36 clubs in New York City with an average membership of

approximately 60 students. In most cases, the club is located in the high school itself. Each Aspira Center, in addition, has two "home" clubs to service the schools where the Puerto Rican population is not large enough to support a club.

The success of an activity within the clubs is one measure of Aspira's effectiveness. Within the clubs, by designing and carrying out their own programs, the students test and put into practice the new skills that they are acquiring—by debating, or "rapping",



enable them to learn all of the basic organizational facts about the system. The discussions that arose demonstrated to the parents that they they were not alone—that the difficulties they and their children encountered were common to many and could be dealt with.

Armed with practical information and increased confidence the parents began to take a more active role in their children's education. Mothers and fathers sought out teachers and principals, engaging them in active discussion about homework and possible extra-curricular activities that

could be helpful in their children's education.

Many parents became more active in the activities of their local PTA and in community affairs in general. A few were so enthusiastic about the newly emerging opportunities for their children that they decided to go back to school themselves.

With this increased general activity, the program helps demonstrate to high school officials that the Puerto Rican community is taking a real and active interest in the education of its young people.





they learn to articulate their ideas with guidance from the Aspira community organizer, they design strategies, carry them out and are able to see their effectiveness by techniques such as role playing, they learn to understand an issue and appreciate the problems from all points of view.

The Aspira Clubs are federated into the Aspira Club Federation (ACF). This year the ACF reached a higher level of sophistication than in previous years with real involvement in high school problems, city-wide and national affairs.

The main focus has been the internal problems of the schools themselves. A new program, which has become the central theme for the year was added—the Education Action Program (EAP Action) carried out by the students with guidance from Aspira community organizers. Students made a critical survey of problems within their schools and coped with them systematically. Results of this survey were announced and discussed and workshops to define strategies were arranged at the EAP Action conference which was again designed by the students themselves with guidance from Aspira.

At U.S. Senate hearings on Equal Educational Opportunity in Washington in November, Angelo Nunez, President of the Aspira Clubs Federation, testified before the Committee. Angelo Nunez represented all Puerto Rican high school students, describing areas of discrimination within the New York City school system.

Early in the year the ACF students organized a relief campaign for those affected by disastrous floods in Puerto Rico—Provisions and Relief for Puerto Rico. A financial goal of \$2,000 was set and reached and food and clothing for

1,500 refugees was collected.

The ACF, at the invitation of the White House Task Force on Race and Minority Problems, part of the White House Conference on Youth, arranged a day-long New York hearing on Puerto Ricans. Such representative groups as the Young Lords, the East Harlem Youth Coalition, and the Hispanic Apostolic Society were invited. They arranged the discussion groups for the hearing and a tour of the panel at the South Bronx. The internal structure was strengthened this year by the establishment of Borough Councils—clubs within the same borough can better coordinate on inter-borough issues.

All activities during the past year have been action-oriented. The students' view of their own capabilities and effectiveness has changed in a much shorter time through these action programs, planned and implemented by themselves. They are, for the first time, beginning to realize that the problems they encounter are not *their fault*—that the fault lies within the system. They are also learning constructively about the educational system, and learning what they can do to bring about vitally needed changes.



## SCHOLARSHIP AND LOAN CENTER

The Scholarship and Loan Center services students in their vitally important senior year, introducing them to all opportunities available to them in post-secondary education and locating financial aid for them.

This year, 1,071 high school seniors gained admission to 146 colleges, state, city, and private—an increase of almost 100 students over last year. Financial aid totaling \$490,812 was awarded to these students.

The Scholarship and Loan Center is now located at the new Manhattan Center, 216 West 14th Street, with all of its staff together. Formerly, a scholarship and loan counselor was located in each Center. This centralization and consolidation has resulted in a more efficient use of the counselors' time. Without becoming involved in the general counseling program, they have been able to give more in-depth counseling to each student, rather than a review of facts and figures. Counselors this year had a greater opportunity to interpret, explain and discuss on a person-to-person basis, the facts and figures of college admission.

The staff of the Center includes a Director, an Assistant Director and six counselors. Three counselors are assigned to students from each of the three Centers, the fourth is assigned to college contacts, the fifth to vocational and technical schools, and the sixth plays a general back-up role. All may work with both enrolled students and dropouts.

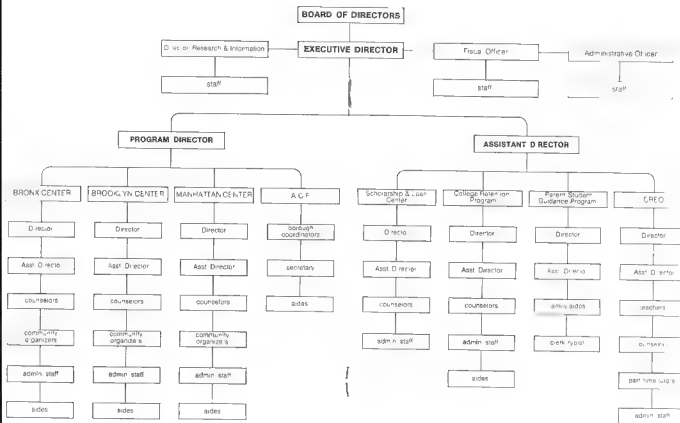
This was the first full year of operation of the City's new Open Admissions policy. Aspira recognizes that this can

be a real opportunity and challenge to Puerto Rican students, but also realizes the danger of its becoming a forced option instead of a real choice. Although this progressive step opens the door to post-secondary education to all seniors who successfully complete high school, it has been found that too many were being steered into two-year community college programs rather than being encouraged to aim higher to gain admission to full four-year colleges.

In addition, lack of organized information on procedures and tests due to the newness of the program led to some confusion over policies and qualifications. The serious financial needs of the students, not being satisfactorily met by the city, was yet another obstacle.

Aspira counselors play an active and direct role in encouraging students to take full advantage of this opportunity. They explain and present this program as a real opportunity—but they present it as a choice, a choice among others.

The Scholarship and Loan Center is funded by a Talent Search grant from the U.S. Office of Education, Bureau of Higher Education, Division of Student Assistance.



## COMMUNITY SUPPORT

Aspira's 10th Anniversary was celebrated by a benefit dinner dance for over 1,000 people in the Americana Hotel.

At the dinner, Aspira honored Teodoro Moscoso, long time friend and founder of Aspira.

Charles F. Luce, Chairman of Consolidated Edison, acted as Chairman of the dinner and heaped praise on the support of the corporate world. Over 70 corporations participated in a specta-

cular dinner prepared for the landmark event.

A community committee of 11 men from Aspira, including Las Madras headed by Board member Manuel A. Genzor, was responsible for organizing the event, which was a resounding success. The dinner was attended by friends of Aspira from every segment of the community: students, parents, businessmen, professors, and boys and new Aspira staff and board members. A total of over \$35,000 was raised for Aspira's programs.





# FACTS AND FIGURES

## THE STUDENTS Agency-Wide

Number of students served	5 625
New intakes for 1970-71	1 869

## Received Counseling

Students by age	Under 15	23%
	15 and over	77%
Place of birth	Puerto Rico	22%
	JSA	72%
	Other	6%
High School Programs	Academic courses	66%
	Vocational	14%
	Commercial	13%
	General & Other	7%

## COLLEGE PLACEMENT 1971

Private colleges	307
State 4-year colleges	59
State 2-year colleges	37
City University of New York (4-years)	457
City Community Colleges (2-years)	153
Vocational & Technical Schools	24
	1 037

## FINANCIAL AID AWARDED

	College Retention Program	Scholarship and Loan Centre
Work Study	\$ 15,750	\$ 20,830
Educational Opportunity Grants	\$ 45,500	\$ 99,703
Federal Loan (NDSL)	\$ 21,000	\$ 80,070
State Scholarships (HEOP incentive, Regents)	\$ 27,200	\$ 46,670
Institutional Scholarships	\$ 63,500	\$230,039
Graduate Scholarships	\$ 36,750	—
Aspirant Grants and Loans	\$ 500	—
Private Scholarships	\$ 23,200	—
Modest Cities	\$ 12,000	—
Misc. (Stipends)	\$ 10,136	\$ 13,500
<b>TOTALS</b>	<b>\$255,536</b>	<b>\$490,812</b>
	<b>GRAND TOTAL</b>	<b>\$746,348</b>

Moore House	1	Vassar	1
Mount Ida	1	Virginia Commonwealth University	1
Nebraska State College	1	Wagner College	1
North Carolina State	1	Weelock	1
Northeastern	2	Wesleyan University	4
Ora Roberts University	1	Wilmington University	2
Pace College	8	Yale University	1
Parsons School of Design	1		
Pennsylvania State University	2		
Polytechnic Institute	1		
Pratt Institute	7		
Princeton University	5		
Radicoff	2		
Rensselaer Polytechnic Institute	1		
Rhode Island School of Design	2		
Rutgers	1		
Royalton College	1		
St. Bonaventure	1		
St. John's University	8		
St. Joseph College	3	<b>Vocational and Technical Schools—Total 24</b>	
St. Louis University	1	Art Career School	1
St. Vincent School of Nursing	1	Beth Israel Nursing School	1
Sarah Lawrence	1	Jacob Nursing School	1
Simmons	1	Institute of Art and Construction	1
Skidmore	1	Long Island University Hospital	3
Springfield College	3	Mount Sinai Hospital	1
Syracuse University	1	Monroe Business School	1
Tarkenton College	1	New York Polytechnic Medical School	
Trinity College	3	Hospital	1
Tulane University	1	P.B.I. BM	1
University of Albuquerque	1	Phoenix School of Design	1
University of Maryland	1	Plymouth State Hospital of Nursing	1
University of Pittsburgh	2	Programming System Institute	1
University of Rochester	5	RCA	1
University of Vermont	1	Rego Park Hospital	1
University of Alaska	1	School of Visual Art	1
University of Connecticut	2	School of Computer Studies	1
University of Puerto Rico	7	Voorthees	2
New York University	30	Wood Secretarial School	1
University of California at Los Angeles		Youth Opportunity Center (Nursing Program)	1
(UCLA)	1	Career Academy of West 40th Street	2

# ASPIRANTES ENTERING COLLEGE-1971

## City University of New York—Total 610

Baruch	26
Bronx Community College	93
Brooklyn College	72
City College of New York	83
Hostos Community College	19
Hunter College	59
John Jay College	19
Kingsborough Community College	22
Lehman College	59
Manhattan Community College	46
New York City Community College	40
Medgar Evers College	5
Queens College	34
Queensborough Community College	9
State and Community College	13
York College	11

## State University of New York—Total 96

Albany State	20
Alfred University	2
Binghamton (Harpur)	7
Brookport	1
Brooklyn Urban Center	1
Buffalo State	3
Buffalo University	5
Cobleskill	1
Cortland	2
Farmingdale	12
Fashion Institute of Technology	10
Fredonia	1
Geneseo	1
Maritime	1
Manhattan Urban Center	1
New Paltz	8
Oneonta	8
Orange Community College	1
Plattsburg	1
Rock and	5
Suffolk County Community College	3
Stony Brook	1
Templeton Cortland	1

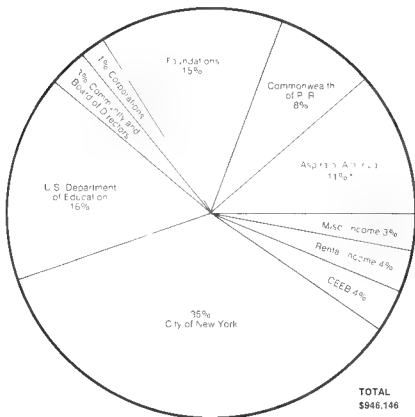
## Private—Total 307

Academy of Aeronautics	7
Adelphi University	5
Antioch	1
Bard College	2
Barnard College	5
Berkeley Claremont	1
Boston College	1
Boston University	3
Brandeis University	3
Boonville College	1
Co by College	2
College of New Rochelle	2
College of Agriculture y Artes Mecanicas de Mayaguez	1
College of Mount St. Vincent	1
Columbia University	14
Connecticut College	3
Cornell University	9
CW Post	2
Dowling College	1
Drew University	1
Franklin & Marshall	1
Fordham University	68
Lincoln Center	1
Georgetown University	2
Good Counsel College	1
Hampshire College	5
Hampton Institute of Virginia	1
Hobart College	3
Hofstra	2
Inter-American	8
ons College	2
thaca College	1
Kings College	1
Kirland	1
Lincoln University	2
Long's and University	1
Mackay College	1
Manhattan College	8
Manhattan Institute of Technology	1
Manhattanville College	3

## MAJOR CORPORATE CONTRIBUTORS

Abbot Breaking Corporation	Ford Motor Co.
Aberdeen Associates	Theodore Gallucci & Sons
Air Reduction Co.	General Electric Co.
Alfred M. S. Inc.	General Cigar Co.
Amalgamated Bank of New York	General Telephone & Electronics Corp.
Amerasia Press Corporation	Gerosa Inc.
American Airlines	W.R. Grace & Co. Hatco Division
American Can Company	The Grand Union Company
American Metal Company Inc.	Gulf & Western Industries
American Telephone and Telegraph Co.	Gulf Oil Corporation
Avon Products	HRH Construction Corporation
Babcock Corporation	Hahn Construction
Banco Popular de Puerto Rico	Harwood Companies Inc.
Banco de Ponce	H.I.S. Supermarkets
Bankers Trust Co.	International Business Machines Corp.
Becton Dickinson & Company	International Paper Company
Bedding Homegway Co. Inc.	International Telephone & Telegraph Corp.
Sanford C. Bernstein & Co.	Kennecott Copper Corp.
Bowery Savings Bank	Krallico Corporation
Bristol Myers Corporation	S.S. Kresge Co.
William J. Burns Detective Agency	Lerner Stores Corporation
Busto Coffee Roasting Co. Inc.	Levit & Sons Inc.
Chase Manhattan Bank	Manufacturers Hanover Trust Co.
Chemical Bank	Mechanics Iron Works
Co-gate Palmolive Company	New England Petroleum Corporation
Combustion Engineering Inc.	New York Life Insurance
Commonwealth Oil Refining Co.	New York Telephone Company
Compton Advertising	New York Yankees
ConAgra Inc.	J.C. Penney Co. Inc.
Con Edison	PepsiCo Co. Inc.
Consolidated Cigar Co.	PPG
Continental Can Co.	Petmar Builders
Costello Construction Co.	Phelps Dodge
Courter & Co.	Phillips Petroleum
Cowles Communications Inc.	Ponce de Leon Federal Savings
Dancer Fitzgerald-Sample	& Loan Association
E.C.I. Building Corp.	Puerto Rican Cement Company Inc.
Eastern Airlines	RCA Corporation
Ebasco Services	R.J. Reynolds Industries Inc.
Economic Development Administration	Seamen's Bank for Savings
of the Commonwealth of Puerto Rico	Sears Roebuck & Company
Equitable Life Assurance Co.	The Singer Company
The First Boston Corporation	Standard Oil Company Incorporated

# DISTRIBUTION OF FUNDING — JULY 1970-JUNE 1971



Aspira's broad base of financial support shown here has helped to provide an unusual degree of stability in a community organization. This stability is one of the keys to the development of staff, continuity of services and the ability of the agency to provide services throughout all of the critical formative years of the students' lives.

Aspira of New York is a 501(c)(3) non-profit organization. All funds received are for the benefit of Aspira of New York.

## ACCOUNTANTS' REPORT

September 24, 1971

Aspira, Inc  
296 Fifth Avenue  
New York, N Y 10001

Gentlemen

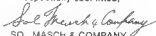
Pursuant to engagement we have made an examination of the Aspira, Inc Fund Assets relating to the General Operating Fund, College Retention Program C R Special Service Program, Scholarship and Loan Program Scholarship Loan Outreach Program Medical Program, Parents Student Guidance Program, Loan and Award, Payroll, Building Fund and C D A Program Fund

The funds and the statements presented herewith are shown primarily on a cash basis

Our examination was made in accordance with generally accepted auditing standards and included such tests of the accounting records and such other procedures as were considered necessary in the circumstances

In our opinion, subject to the foregoing comment, the accompanying exhibits present fairly the financial position of the Aspira, Inc as at June 30, 1971 in conformity with generally accepted accounting principles.

Respectfully submitted,



SO. MASCH & COMPANY  
CERTIFIED PUBLIC ACCOUNTANTS  
STATE OF NEW YORK

Sukon Art Studios  
Sun Oil Co.  
Tume Incorporated  
Michael J. Torpey Inc.  
Treadwell Corp.  
Union Carbide Corporation  
Universal Construction  
United States Steel Corporation  
U.S. & Foreign Securities  
Westinghouse Electric Corp.  
F.W. Woolworth Co.

#### **Unions**

ILGWU  
Amalgamated Laundry Workers  
Joint Board Dress & Waistmakers  
District 65  
Seafarers International Union  
of North America

### **MAJOR FOUNDATION AND COMMUNITY ORGANIZATION CONTRIBUTORS**

Marion R. Ascoli Foundation  
The Louis Calder Foundation  
Sam & Louise Campe Foundation  
Carnegie Corporation of New York  
College Entrance Examination Board  
David Dubinsky Foundation  
Fied Foundation  
The Esther A. & Joseph Kringsstein  
Foundation  
Hispanic Society of Con Edison  
Las Madrnas de Aspira  
Henry & Louise Loeb Foundation  
The Madeleine M. Low Foundation  
Puerto Rican Family Institute  
Rockefeller Brothers Fund  
De Witt Wallace Fund

#### **GOVERNMENT GRANTS**

City of New York Council Against Poverty  
Commonwealth of Puerto Rico  
J.S. Office of Economic Opportunity  
Special Services, U.S. Office of Education  
Talent Search, U.S. Office of Education

Scholarship and Loan Program	Scholarship Loan Outreach Program	Medical Program	Parents Student Guidance Prog	Loan and Award	Payro	By Ideng Fund	End - Prize
\$1 890 69	\$8 055 94	\$3 158 14	\$2 083 56	\$6 388 83	\$23 413 86	\$ 4 713 25	\$ nr

1 115

1 598 25

113 816 69

2 368 00

<u>\$1 890 69</u>	<u>\$8 055 94</u>	<u>\$3 158 14</u>	<u>\$2 083 56</u>	<u>\$6 388 83</u>	<u>\$23 413 86</u>	<u>\$122 496 19</u>	<u>\$9 011</u>
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10 000 00

3,500.00

3 000 00

29 789 13

1 465 53

9 738 36

<u>10 000 00</u>	<u>—</u>	<u>—</u>	<u>\$3 500 00</u>	<u>—</u>	<u>\$ 9 738 36</u>	<u>\$ 34 254 66</u>	<u>—</u>
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<u>\$8 109 31</u>	<u>\$8 055 94</u>	<u>\$3 158 14</u>	<u>(1,416.44)</u>	<u>\$6 388 83</u>	<u>\$13 675 50</u>	<u>\$ 88 241 53</u>	<u>\$9 011</u>
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<u>\$1 890 69</u>	<u>\$8 055 94</u>	<u>\$3 158 14</u>	<u>\$2 083 56</u>	<u>\$6 388 83</u>	<u>\$23 413 86</u>	<u>\$122 496 19</u>	<u>\$9 011</u>
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**ASPIRA OF NEW YORK, INC**  
**COMBINED FUND BALANCE SHEETS**

*June 30, 1971*

<b>Assets</b>	<b>Totals</b>	<b>General Fund</b>	<b>College Retention Program</b>	<b>C.R. Special Service Program</b>
Cash in Bank and on Hand	\$ 87,917.04	\$27,570.02	\$ 1,058.64	\$1,679.87
Certificates of Deposit	55,700.00		55,700.00	
Due from C.D.A. Year "E"	6,199.07	5,083.99		
Due from Scholarship Loan Program	10,000.00	10,000.00		
Due from Building Fund	3,000.00	3,000.00		
Due from Parents Guidance Program	3,500.00	3,500.00		
Due from General Fund	10,000.00		10,000.00	
Office Equipment	13,302.44	13,302.44		
Security Deposit	40.00	40.00		
Rent Deposit	4,098.25	2,500.00		
Due from C.R. Special Service	4,106.27		4,106.27	
Land & Building	113,816.69			
Renovations	<u>2,368.00</u>			
<b>Total</b>	<u>\$314,047.76</u>	<u>\$64,996.45</u>	<u>\$70,864.91</u>	<u>\$1,679.87</u>
<b>Liabilities</b>				
Due to College Retention Program	\$ 14,106.20	\$10,000.00		\$4,106.20
Due to General Operating Fund	16,500.00			
Mortgage Payable	29,789.13			
Liability for Security	1,465.53			
Payroll Taxes and Pension Payable	<u>9,738.36</u>			
<b>Total Liabilities</b>	<u>\$ 71,599.22</u>	<u>\$10,000.00</u>	<u>—</u>	<u>\$4,106.20</u>
Fund Balance June 30, 1971	<u>\$242,448.54</u>	<u>\$54,996.45</u>	<u>\$70,864.91</u>	<u>\$2,426.33</u>
<b>Total</b>	<u>\$314,047.76</u>	<u>\$64,996.45</u>	<u>\$70,864.91</u>	<u>\$1,679.87</u>

Scholarship and Loan Program	S & L Outreach Program	Medical Program	Parents Student Guidance Program	Bu d ng Fund	C D A Program Fund
				\$ 132.72	
\$81,150.56			\$ 6,162.00		
	\$37,001.25	\$15,204.00		38,775.62	\$317,856.59
<u>\$81,150.56</u>	<u>\$37,001.25</u>	<u>\$15,204.00</u>	<u>\$ 6,162.00</u>	<u>\$38,908.54</u>	<u>\$317,856.59</u>
\$59,709.55	\$22,301.64	\$ 7,199.86	\$ 6,042.30		\$256,362.36
5,737.87	1,817.42	681.70	533.14		
					1,050.00
2,000.00			3.00		5,610.20
451.75		2,161.30			390.31
1,347.70					
8,000.00	4,826.25	1,983.00	800.00		45,249.62
7,500.00			200.00		3,205.38
4,513.00				15,768.10	
				8,306.54	
				2,329.85	
<u>\$89,259.87</u>	<u>\$26,945.31</u>	<u>\$12,045.86</u>	<u>\$ 7,578.44</u>	<u>\$26,404.49</u>	<u>\$311,867.87</u>
	\$ 8,055.94	\$ 3,158.14		\$12,504.05	5,988.72
(8,109.31)			(1,416.44)		
				75,737.48	3,030.60
<u>\$ (8,109.31)</u>	<u>\$ 8,055.94</u>	<u>\$ 3,158.14</u>	<u>\$ (1,416.44)</u>	<u>\$88,241.53</u>	<u>\$ 9,019.32</u>

**ASPIRA OF NEW YORK, INC.**  
**COMBINED STATEMENT OF RECEIPTS,**  
**DISBURSEMENTS AND FUND BALANCE**

*July 1, 1970 to June 30, 1971*

<b>Receipts</b>	<b>Totals</b>	<b>General Fund</b>	<b>College Retention Program</b>	<b>C R Special Service Program</b>
Commonwealth of Puerto Rico	\$ 75,000 00	\$ 75,000 00		
Contributions—Foundation	19,510 00	19 510 00		
Contributions—Corporations	10,014 41	10,014 41		
Contributions—Community	32,713 24	32,713 24		
Contributions—Board of Directors	1,650 00	1,650 00		
Aspira of America Inc	104,946 70	104,946 70		
Administrative & Fiscal Income	20,777 25	20,777 25		
Miscellaneous	8,416 19	8,416 19		
Carnegie Foundation Grant	104,763 52		\$104,763 52	
Interest Income	1,203 97		1,071 25	
U S Department of Education	71,000 00			\$71 000 00
U S Department of Education	81 150 56			
Rockefeller Grant	6 162 00			
Klingenstein Grant	15,204 00			
Rent Income	38,775 82			
College Entrance Exam Board	37 001 25			
City of New York C D A	317,656 59			
<b>Total Receipts</b>	<b>\$946 145 50</b>	<b>\$273 027 79</b>	<b>\$105 834 77</b>	<b>\$71 000 00</b>
<b>Disbursements</b>				
Personnel	\$553 047 21	\$132,602 31	\$ 22,489 89	\$46,339 30
Fringe Benefits	33 791 45	18 874 43	2,175 81	3,971 08
Consultants	11,965 63	8,765 63	1,070 00	1,100 00
Consumable Supplies	21,296 09	10 229 44	803 11	2,650 34
Rent Lease of Equipment	13,210 26	7,043 15	798 06	2,736 00
Travel	5,417 23	1,839 90	517 75	1,321 57
Program Expense	19 824 76	19 824 76		
Administrative Expense	53 835 25	33,058 00		5,168 00
Space Cost	73 814 62	13 015 00	3,250 00	4,600 00
Other Cost	48 573 21	15,681 45	3,865 24	5 540 04
Renovations	10,925 34	2,618 80		
Interest Expense	2 329 85			
<b>Total Expense</b>	<b>\$848 050 90</b>	<b>\$263 552 67</b>	<b>\$ 34,969 86</b>	<b>\$73,426 33</b>
Excess of Receipts over Expenses	\$110,046 68	\$ 9,474 92	\$ 70 864 91	
Excess of Expense over Receipts	(11,952 08)			(2,426 33)
Fund Balance June 30 1970	124 289 61	45 521 53	—	—
Fund Balance June 30 1971	<u>\$222 384 21</u>	<u>\$ 54,996 45</u>	<u>\$ 70,864 91</u>	<u>\$ (2,426 33)</u>



## **EXECUTIVE STAFF & CENTERS**

Aspira of New York, Inc.  
Main Center  
296 Fifth Ave  
New York, N. Y. 10001

Aspira Manhattan Center  
216 West 14th St  
New York, N. Y. 10001

Aspira Brooklyn Center  
161 Remsen St  
Brooklyn, N. Y. 11201

Aspira Bronx Center  
420 East 149th St  
Bronx, N. Y. 10455

C.R.E.O. Program  
185 East 116th St  
New York, N. Y. 10027

Louis Nieves, Executive Director  
David Lopez, Program Director  
Andres Torres, Research Director  
Jose Cintron, Fiscal Officer

Ramon Arbona, Center Director  
Mrs. Maria Mercado, Director,  
Scholarship & Loan Center  
Miss Margarita Ovarin, Director,  
College Retention Program  
Waldemar Gonzalez, Coordinator  
Aspira Clubs Federation

Frank Puig, Center Director

Julio Torres, Center Director

Hilda Vasquez, Program Director  
Nancy Guadalupe, Director,  
Parent-Student Guidance Program

## **BOARD OF DIRECTORS**

### **Officers**

José A. Cabranes  
Chairman

Blanca Cedeño  
Vice Chairman for Programs

Van E. Rizarry  
Vice Chairman for Finance

Erasto Torres  
Treasurer

Sara Montalvo  
Secretary

### **Members**

Federico Aquino  
Angela Cabrera  
Olga S. Gándara  
Carmen Gonzalez  
Richard Gonzalez  
Victor Marrero  
Miguel Martinez  
Rita Morales  
Alfonso Narvaez  
Luis M. Neco  
Angelo Nunez  
Louis J. Ros  
Carlos Rivera  
Oscar Garcia Rivera  
Manuel Samalot  
Robert M. Solo  
Francisco Trilla



José A. Cabranes

*St. Bronx*  
*Aspira of NY, Inc.*  
*Annual Report 1970-71*  
*5/16/71*



ASPIRA OF NEW YORK, INC  
 ANNUAL REPORT  
 1970-1971



Contents

Foreword	2
Programs	5
Counseling	5
College Retention	5
Parent-Student Guidance	7
Aspira Clubs Federation	9
Scholarship and Loan Center	2
Occupational Ther.	4
Fellowships	5
Financial Aid Awarded	6
Community Support	7
Colleges & Universities	
Accrediting Agencies	8
Distribution of Funding	20
WNYC Contributors	2
Financial Review	23-27
Staff and Board	28

administer one of three national pilot programs funded by the Office of Economic Opportunity CREO (Creating Resources for Educational Opportunity) presents an exciting challenge. This unprecedented opportunity for Aspira to play a key role in creating and developing new educational models will, hopefully, directly influence the New York City school system and its approach to bi-lingual education. Aspira aims to ensure that by bi-lingual teaching and specially designed coursework geared to the particular needs of the student, a pilot group of 75 Puerto Rican juniors in Benjamin Franklin High School, in East Harlem, will graduate school and gain admission to college.

The relocation of the Manhattan Center in larger offices on 14th Street relieved overcrowding at the Center and just as important, made it possible to bring together under one roof our three major student programs.

Full-time staff grew by over 25% from 70 to more than 90, including more than 40 full-time professional workers in community organizing, and school, college and career counselling. Our executive staff of 12 carry heavy responsibilities in financial and personnel management and the majority of them have been with Aspira for an extended period of time. This continuity of employment—maintained despite the ready availability of comparable jobs at considerably higher salaries—bespeaks the commitment of the staff to the purposes of Aspira. It has resulted in a strengthened internal program structure and permitted the agency to reach out to and be part of policy-making groups at the city, state and federal levels as well as on the local community level. Students benefited directly through the

expanded staff since more time was available for valuable in depth counselling.

Today's student seeks involvement, is ready to accept responsibility and, in general, wants action and the evidence of change now. Aspira's continuing aim is to provide him with the structure needed so that he may tap and put directly to positive use his own resources and leadership capabilities. Increasing student representation on Aspira's board from three to six was one way in which Aspira provided such an opportunity. Others included key roles in presentations in the U.S. Senate, organizing a conference for a White House task force on youth, producing a newspaper, and direct involvement in the community benefit for the agency. With advice and support from their counsellors and community organizers, students are taking an objective and critical look at the problems in their schools and working together in their clubs to understand and resolve them.

Aspira has stressed working with the entire Puerto Rican community, high school students, college undergraduates and graduates, and parents. Through its creative, partnership relationships with students and others it has increasingly become well known and respected for the contributions it has made and is making. Yet, we are keenly aware of the hardships our depressed community continues to endure. Educational achievement by itself is not enough. Only when coupled with progress against inequities in schooling, housing, jobs, bus fares and career opportunities, can the achievements of Aspira be counted as community achievements. Such progress must be the yardstick by which Aspira shall be measured.

# FOREWORD

Aspira's tenth year was one of consolidating a seasoned staff into a strong working team, reorganizing physical resources into more efficient units, strengthening the internal framework to improve student services and communications at all levels, and perhaps most significant, emerging as a potent, constructive force in the New York Puerto Rican community. One clear indication of this new level of community significance has been the active participation of our staff members in a variety of education-related activities both in official bodies and in other private Puerto Rican organizations. Thus, as the first decade of Aspira drew to an end, the agency was in a firm position to not only support and enrich existing programs but, to design and launch new ones geared particularly to today's more sophisticated, aware and expectant student.

Our high school counseling program once again expanded and the number of Aspirantes admitted to college increased from 935 to 1,013. Maintaining

relevance to student interests is a continuing challenge, and the agency while frustrated by its limitations of staff size, is pleased that more and more students are seeking out Aspira as "the place where it's happening."

On the college level, Aspira's College Retention Program completed its first full year of operation, working with more than 1,700 Puerto Rican college students who sought and received help. This program alone, despite the natural handicaps of a new service, helped unlock over \$250,000 in loans and scholarships for students whose desperate financial needs Aspira earlier had identified as a major cause behind a tragically high drop-out rate from college of more than 50 percent.

The Parent-Student Guidance Program tripled the number of families taking part in its workshops and helped many parents experience for the first time the value of working together as a group to get things done in their children's schools.

Aspira was chosen to develop and



# PROGRAMS

## COUNSELING

The counseling program for high school freshmen, sophomores and juniors in the three Aspira Centers—Manhattan, the Bronx and Brooklyn—this year serviced over 5,600 students, an increase of 12% over last year.

As important as increasing the number of students counselors were able to spend more time with each student. This personal relationship of the student and counselor has always been and still is the single most important feature of Aspira's services to students. Now, with seniors being counseled at the Scholarship and Loan Center, the counselors at the Centers concentrate on the special needs of freshmen, sophomores and juniors.

The educational climate may change, issues may change, the mood and needs of the student may change, but the personal relationship of counselor to student remains constant. The counselor knows the issues, knows that they have changed—he himself is a

product of those changes. He, where in many cases a parent cannot, is able to advise and guide in the present and for the future—not in the past.

The objectives of the counseling program are:

- to help ensure that the student continues his education
- to help ensure that the student is getting the most out of school,
- to encourage the student to develop specific education and career objectives,
- to encourage the student to realize that education is the principal means of achieving his goals.

## COLLEGE RETENTION

The College Retention Program was set up early in 1970 to cope with the high drop-out rate of Puerto Rican college students. The college drop-out rate among Puerto Rican students is, in fact, only somewhat higher than the total national average drop-out rate. But the Puerto Rican community cannot

This year of consolidation and growth is reflected in our Board of Directors which has been expanded to include representatives of all segments of the community with high school and college students' parents, businessmen and professionals in law, education, social work and health care. Finally, we welcomed Jose Cabranes, Associate Professor of International Law at Rutgers University, Newark, New Jersey as new Board of Chairman for 1971-72.

Finally, to paraphrase our recent message to college students: 'Ahora tenemos y podemos contar con nuestros talentos.' To students and community alike we say, *Now, we can and must count on our own talents."*



*Louis Nieves*  
 Louis Nieves  
 Executive Director

### Basic Casework

In the first two years of college, the main problems occur with curriculum and the college system. An over-heavy or unsuitable course advised by a college counselor often unnecessarily, can lead to a feeling of hopelessness and a desire to retreat, give up and drop out. The basic lack of information about the mechanics of college life—where to go or who to see for information, together with the unfamiliar, disciplined climate — can lead to serious confusion.

Aspira counselors know each school well; they can provide information, advise on more practical courses, and explain the internal mechanics of school. The student may feel as a result of initial setbacks, that he is in the wrong school, in which case, the counselor will help him adapt and advise him to try again. A transfer is a last resort as it normally leads to loss of financial aid.

In the last two years of college, the emphasis is on career and graduate education guidance. There is a lack of information about the great variety of careers now opening to Puerto Rican students. A student will often assume that social work or teaching are the only careers open. Aspira counselors help broaden his objectives and select appropriate course work to prepare him for other fields he may have been unaware of.

### Financial Aid

In their first year at college, most students find that the financial aid granted them is simply not enough to cover basic needs. It was found that 90% of the drop outs traced the primary cause to financial need. Aspira helps in four different ways:

- by requesting an increase in the grant

- by locating new grant sources
- by helping negotiate a loan
- by providing help and advice with part-time jobs, both on and off campus

In most cases, Aspira counselors stay in the background. They advise students, build their confidence, provide them with the basic tools to handle their own cases with college authorities. In extreme cases, however, Aspira staff intervenes directly on behalf of the student.

### Funding of the Program

The College Retention Program was funded by the Carnegie Corporation, the United States Office of Education and special grants from the Urban Coalition and the Klingenstein Foundation for a health careers counselor and aide.

### PARENT-STUDENT GUIDANCE

With a continuation of the original grant of \$30,000 from Title III and a new, matching grant from the Rockefeller Foundation, the Parent-Student Guidance Program was enabled, in its second year of operation, to reach triple its original number of families.

Aspira provided small groups of parents, meeting on a regular basis, with vitally needed information on the school system. These parents, while deeply wanting to see their children succeed educationally, had simply not known how to guide and encourage them in their school work.

Because of their lack of information, parents found the school system, hostile and confusing. They did not know where to seek advice in their child's school when faced with a problem.

A curriculum was worked out for the parents to answer these questions and

afford the luxury of losing even one of its most promising students.

In its first full year of operation, 1,788 college students were individually counseled and over \$250,000 in financial aid was obtained for these students with Aspira's help.

### Structure of the Program

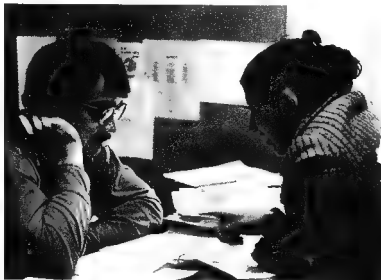
The program consists of a director, Margarita Oliver, an assistant director, and seven counselors plus clerical staff. Of the seven counselors:

- three are special services counselors who are based on campus at seven colleges (city, state and private), and work with freshmen. The campuses are Fordham, Hunter, John Jay, Long Island University, Manhattan

College, New York University, and Pace.

- two are based in the office of the program and handle freshmen at colleges other than the eight covered by the special services counselors, and sophomores.
- one is a graduate placement counselor working with seniors and graduate students.
- and, the seventh is a specialized health careers counselor with a counselor aide as assistant.

A Student Board of Advisors was established so that, from the outset, policies of the program would reflect student needs. Further, members of the Board sit on Aspira's Board to assure representation of college students in general agency policies.



## ASPIRA CLUBS FEDERATION

Aspira clubs, with a membership of over 2,000, now exist in high schools across the city. They represent unique forums where Puerto Rican high school students can meet, discuss common problems and formulate plans for their solution. These club meetings are the most effective means of learning the techniques of democratic action, advocacy of proposals, public speaking and responsible citizenship.

There are 36 clubs in New York City with an average membership of

approximately 60 students. In most cases, the club is located in the high school itself. Each Aspira Center, in addition, has two "home" clubs to serve the schools where the Puerto Rican population is not large enough to support a club.

The success of an activity within the clubs is one measure of Aspira's effectiveness. Within the clubs, by designing and carrying out their own programs, the students test and put into practice the new skills that they are acquiring—by debating, or "rapping",



enable them to learn a lot of the basic organizational facts about the system. The discussions that arose demonstrated to the parents that they they were not alone—that the difficulties they and their children encountered were common to many and could be dealt with.

Armed with practical information and increased confidence the parents began to take a more active role in their children's education. Mothers and fathers sought out teachers and principals, engaging them in active discussions about homework and possible extra-curricular activities that

could be helpful in their children's education.

Many parents became more active in the activities of the local PTA and in community affairs in general. A few were so enthusiastic about the newly emerging opportunities for their children that they decided to go back to school themselves.

With this increased general activity, the program helps demonstrate to high school officials that the Puerto Rican community is taking a real and active interest in the education of its young people.





they learn to articulate their ideas, with guidance from the Aspira community organizer, they design strategies, carry them out and are able to see their effectiveness. by techniques such as role playing, they learn to understand an issue and appreciate the problems from all points of view.

The Aspira Clubs are federated into the Aspira Club Federation (ACF). This year the ACF reached a higher level of sophistication than in previous years with real involvement in high school problems, city-wide and national affairs.

The main focus has been the internal problems of the schools themselves. A new program which has become the central theme for the year was added—the Educational Action Program (Ed Action) carried out by the students with guidance from Aspira community organizers. Students made a critical survey of problems within their schools and coped with them systematically. Results of this survey were announced and discussed and workshops to define strategies were arranged at the Ed Action conference which was again designed by the students themselves with guidance from Aspira.

At U.S. Senate hearings on Equal Educational Opportunity in Washington in November, Angelo Nunez, President of the Aspira Clubs Federation, testified before the Committee. Angelo Nunez represented all Puerto Rican high school students, describing areas of discrimination within the New York City school system.

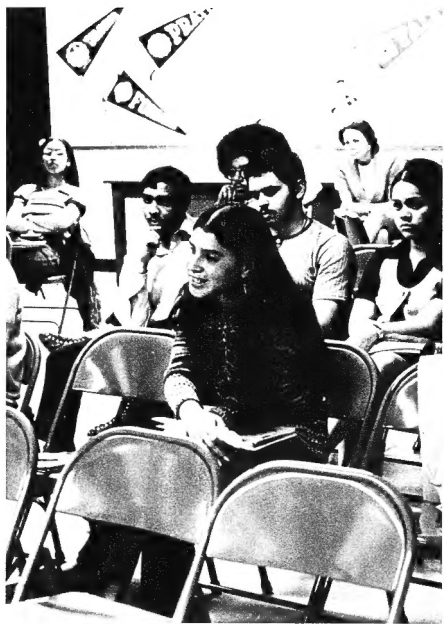
Early in the year the ACF students organized a relief campaign for those affected by disastrous floods in Puerto Rico—Provisions and Relief for Puerto Rico. A financial goal of \$2,000 was set and reached and food and clothing for

1,500 refugees was collected.

The ACF, at the invitation of the White House Task Force on Race and Minority Problems, part of the White House Conference on Youth, arranged a day-long New York hearing on Puerto Ricans. Such representative groups as the Young Lords, the East Harlem Youth Coalition and the Hispanic Apostolic Society were invited. They arranged the discussion groups following the hearing and a tour for the panel at the South Bronx. The internal structure was strengthened this year by the establishment of Borough Councils—clubs within the same borough can better coordinate on inter-borough issues.

All activities during the past year have been action oriented. The students' view of their own capabilities and effectiveness has changed in a much shorter time through these action programs planned and implemented by themselves. They are, for the first time, beginning to realize that the problems they encounter are not *their fault*—that the fault lies within the system. They are also learning constructively about the educational system, and learning what they can do to bring about vital, needed changes.





## SCHOLARSHIP AND LOAN CENTER

The Scholarship and Loan Center services students in their vitally important senior year, introducing them to all opportunities available to them in post-secondary education and locating financial aid for them.

This year, 1,071 high school seniors gained admission to 146 colleges; state, city, and private—an increase of almost 100 students over last year. Financial aid totaling \$490,812 was awarded to these students.

The Scholarship and Loan Center is now located at the new Manhattan Center, 216 West 14th Street—with all of its staff together. Formerly, a scholarship and loan counselor was located in each Center. This centralization and consolidation has resulted in a more efficient use of the counselors' time. Without becoming involved in the general counseling program, they have been able to give more in-depth counseling to each student, rather than a review of facts and figures. Counselors this year had a greater opportunity to interpret, explain and discuss on a person-to-person basis, the facts and figures of college admission.

The staff of the Center includes a Director, an Assistant Director and six counselors. Three counselors are assigned to students from each of the three Centers; the fourth is assigned to college contacts; the fifth to vocational and technical schools; and the sixth plays a general back-up role. All may work with both enrolled students and dropouts.

This was the first full year of operation of the City's new Open Admissions policy. Aspira recognizes that this can

be a real opportunity and challenge to Puerto Rican students, but also realizes the danger of its becoming a forced option instead of a real choice. Although this progressive step opens the door to post-secondary education to all seniors who successfully complete high school, it has been found that too many were being steered into two-year community college programs rather than being encouraged to aim higher to gain admission to full four-year colleges.

In addition, lack of organized information on procedures and tests due to the newness of the program led to some confusion over policies and qualifications. The serious financial needs of the students, not being satisfactorily met by the city, was yet another obstacle.

Aspira counselors play an active and direct role in encouraging students to take full advantage of this opportunity. They explain and present this program as a real opportunity—but they present it as a choice, a choice among others.

The Scholarship and Loan Center is funded by a Talent Search grant from the U.S. Office of Education, Bureau of Higher Education, Division of Student Assistance.

Moore House .....	1	Vassar .....	1
Mount Ida .....	1	Virginia Commonwealth University .....	1
Nebraska State College .....	1	Wagner College .....	2
North Carolina State .....	1	Weelock .....	1
Northeastern .....	2	Wesleyan University .....	4
Oral Roberts University .....	1	Wilmington University .....	2
Pace College .....	8	Yale University .....	1
Parsons School of Design .....	1		
Pennsylvania State University .....	2		
Polytechnic Institute .....	1		
Pratt Institute .....	7		
Princeton University .....	5		
Radcliffe .....	2		
Rensselaer Polytechnic Institute .....	1		
Rhode Island School of Design .....	2		
Rutgers .....	1		
Royallton College .....	1		
St. Bonaventure .....	1		
St. John's University .....	8		
St. Joseph College.....	3	<b>Vocational and Technical Schools—Total 24</b>	
St. Louis University .....	1	Art Career School .....	1
St. Vincent School of Nursing .....	1	Beth Israel Nursing School .....	1
Sarah Lawrence .....	1	Jacobi Nursing School .....	1
Simmons .....	1	Institute of Art and Construction .....	1
Skidmore .....	1	Long Island University Hospital .....	3
Springfield College .....	3	Mount Sinai Hospital .....	1
Syracuse University .....	1	Monroe Business School .....	1
Tarkio College .....	1	New York Polyclinic Medical School	
Trinity College .....	3	Hospital .....	1
Tulane University .....	1	P.B.I. (IBM) .....	1
University of Albuquerque .....	1	Phoenix School of Design .....	1
University of Madrid .....	1	Pilgrim State Hospital of Nursing .....	1
University of Pittsburg .....	2	Programming System Institute .....	1
University of Rochester .....	5	R.C.A. .....	1
University of Vermont .....	1	Rego Park Hospital .....	1
University of Alaska .....	1	School of Visual Art .....	1
University of Connecticut .....	2	School of Computer Studies .....	1
University of Puerto Rico .....	7	Voorhees .....	2
New York University .....	30	Wood Secretarial School .....	1
University of California at Los Angeles		Youth Opportunity Center (Nursing Program) ..	1
(U.C.L.A.) .....	1	Career Academy of West 40th Street .....	2

# ASPIRANTES ENTERING COLLEGE-1971

## City University of New York—Total 610

Baruch .....	26
Bronx Community College .....	93
Brooklyn College .....	72
City College of New York .....	83
Hofstra Community College .....	19
Hunter College .....	59
John Jay College .....	19
Kingsborough Community College .....	22
Lehman College .....	89
Manhattan Community College .....	46
New York City Community College .....	40
Medgar College .....	5
Queens College .....	34
Queensborough Community College .....	9
Staten Island Community College .....	13
York College .....	11

## State University of New York—Total 96

Albany State .....	20
Alfred University .....	2
Binghamton (Harpur) .....	7
Brockport .....	1
Brooklyn Urban Center .....	1
Buffalo State .....	3
Buffalo University .....	5
Cobleskill .....	1
Cortland .....	2
Farmingdale .....	12
Fashion Institute of Technology .....	10
Fredonia .....	1
Geneseo .....	1
Maritime .....	1
Manhattan Urban Center .....	1
New Paltz .....	8
Oneonta .....	8
Orange Community College .....	1
Plattsburg .....	1
Rockland .....	5
Suffolk County Community College .....	3
Stony Brook .....	1
Tompkins Cortland .....	1

## Private—Total 307

Academy of Aeronautics .....	7
Adelphi University .....	5
Antioch .....	1
Bard College .....	2
Barnard College .....	5
Berkely Claremont .....	1
Boston College .....	1
Boston University .....	3
Brandeis University .....	3
Bloomfield College .....	1
Colby College .....	2
College of New Rochelle .....	2
Colegio de Agricultura y Artes Mecanicas de Mayaguez .....	1
College of Mount St. Vincent .....	1
Columbia University .....	14
Connecticut College .....	3
Cornell University .....	9
C.W. Post .....	2
Dowling College .....	1
Drew University .....	1
Franklin & Marshal .....	1
Fordham University .....	68
Lincoln Center .....	1
Georgetown University .....	2
Good Counsel College .....	1
Hampshire College .....	5
Hampton Institute of Virginia .....	1
Hobart College .....	3
Hofstra .....	2
Inter-American .....	8
Iona College .....	2
Ithaca College .....	1
Kings College .....	1
Kirland .....	1
Lincoln University .....	2
Long Island University .....	1
Macalester College .....	1
Manhattan College .....	8
Manhattan Institute of Technology .....	1
Manhattanville College .....	3